



PSHE (Personal, Social, Health education) and RHE (Relationships and Health education) Policy

Appendix: Overview of key areas taught by each year group

Reviewed	Approved by	Approval date	Review cycle	Next review
September 2024	FGB		Annually	

Aims

At Castle Hill Infant School, we believe that, to be effective, Relationships and Health education (RHE) should always be taught within a broader PSHE education programme. Effective RHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being by supporting children and young people's ability to learn, achieve and flourish.

To ensure this is effective, the aims of RHE at our school are to provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life. We have a strong focus on developing children's understanding of positive and healthy relationships as we nurture responsible attitudes towards personal relationships including aspects of mutual respect and care. We aim to develop sensitivity towards the needs of others enabling successful relationships throughout their lives.

At the school, we place high importance on family life and we aim to develop positive relationships and respect for difference and diversity, reflecting the different family backgrounds our children come from. We develop understanding about prejudice and stereotyping.

The children will explore emotions and feelings and we will provide opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand that they can speak to a safe and trusted adult if they feel unsafe or worried about something.

We recognise that children are growing up in world where the internet will be a key part of their lives with both benefits and risks. We aim to equip children with the knowledge to enable them to stay safe on and off line and understand what to do if something online concerns or worries them.

We teach about the importance of keeping physically and mentally healthy and the development of skills and attributes such as communication skills, managing peer pressure, risk assessment and decision making. RHE also enhances and is enhanced by learning related to topics including antibullying, keeping physically and mentally healthy and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip our pupils for adult life and for them to make a positive contribution to society.

Statutory requirements

As an infant school, we are required to teach Relationships and Health Education to all pupils. We are not required to provide sex education and we do not use RHE as a means of promoting any form of sexual orientation. The RHE Policy will be sensitive towards the cultural and religious values of the pupils in our school.

Under the Education Act 2002, all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Jigsaw programme fulfills all the requirements for the statutory Relationships and Health Education curriculum (as announced by the Department for Education in England in 2019, as implemented from September 2020). Jigsaw goes even further than this and provides a spiral and progressive comprehensive Programme in which the statutory elements sit and are embraced.

Definition

RHE is part of lifelong learning about the emotional, social and physical aspects of growing up and relationships. RHE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence. Some aspects are taught in Science and Computing, and others are taught as part of personal, social and health education (PSHE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me'
- 'Caring friendships'
- 'Respectful relationships'
- 'Online relationships'
- 'Being safe'.

We cover the KS1 science national curriculum requirements for 'animals including humans'. This covers identifying main body parts and life cycles. If a child asked for the correct terminology for private areas, the staff would give the children the accurate and scientific name, however this is not taught as part of our curriculum.

What is Health Education?

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the benefits and importance of exercise, good nutrition and sufficient sleep. Children will also be given the language and knowledge to understand the normal range of emotions that everyone experiences. Children will be taught about the two-way positive relationship between good physical health and good mental wellbeing. All lessons will be taught at an age-appropriate level to meet the needs of the objectives in Relationships and Health Education curriculum, under the headings of:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating

Delivery of RHE and PSHE

In our school, we will ensure that RHE is delivered through an age-appropriate curriculum and within this, a framework provided in which sensitive discussions can take place.

Our inclusive Relationships curriculum is prominently delivered alongside the Personal, Social, Health Education (PSHE) curriculum primarily through the 'Jigsaw' PSHE scheme.

The work we do in PSHE links directly to the Jigsaw PSHE Scheme. These lessons are based around a theme which changes half-termly. We believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate about healthy relationships.

PSHE also flows through all other curriculum areas. PSHE is a non-statutory subject; however, section 2.5 of the National Curriculum states "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice." It provides a whole-school approach to building these essential foundations crucial for children to achieve their best academically and socially.

Aspects of RHE are referred to in whole school and year group assemblies, especially when exploring themes such as respect and understanding of others. Jigsaw also links closely with our school values of Community, Aspiration, Self-esteem, Truth, Learning and Excellence.

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with a range of issues.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Roles and responsibilities

The governing body will approve the PSHE and RHE policy, and hold the headteacher to account for its implementation. They will ensure that all pupils make progress in achieving the expected educational outcomes, provision is high quality and clear information is provided for parents on the subject content and the right to request that their child is withdrawn

The headteacher is responsible for ensuring that PSHE and RHE is taught consistently across the school, and for managing requests to withdraw pupils from components.

Staff

Staff are responsible for:

- Delivering PSHE and RHE in a sensitive way
- Modeling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Staff do not have the right to opt out of teaching PSHE or RHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter.

The Jigsaw Charter includes the following

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's policies are followed.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity. This is also referred to in the Jigsaw charter at the beginning of each lesson, which gives pupils the safety and security to feel comfortable to explore the key areas of learning, and feel respected when doing so.

Parents' involvement and right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RHE Policy;
- Provide parents with the opportunity to find out about and discuss the schools programme through the year group curriculum meetings, parents evening, policies, school website, letters, newsletters and as an open-door policy. Staff will discuss issues in a positive, sensitive and proactive manner.
- Answer any questions that parents may have about the RHE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHE/PSHE in the school;
- Inform parents about the best practice known with regard to RHE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

There is no right to withdraw from Relationships Education at primary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Training

Staff are trained on the delivery of PSHE and RHE as part of their induction and it is included in our continuing professional development calendar.

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, community police and fire officers, make a valuable contribution to the wider curriculum. Their input should be carefully planned and monitored so as to fit into and complement the programme. Teachers **MUST** always be present during sessions and remain responsible for the delivery of the information.

Links to other policies and curriculum areas

RHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development. Staff are aware of the need to refer to these policies when appropriate.

Documents that inform the schools Relationship and Health education policy cross references with the following policies:

- Education Act
- Keeping Children safe in education
- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- ICT Policy and Safe Internet Use Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- PSHE Curriculum

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Assertiveness Preparing for transition